

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 650**

**Leadership & Supervision in Service Organizations**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course is designed to prepare students for practice related to staff management and supervisory positions within social service organizations. The terms staff management, development, *and* supervision are used interchangeably.

The content focuses on providing knowledge, values, ethics, and skills in guiding the work and development of others within social service organizations. Content areas include but are not limited to staff management, administrative supervision principles, models and styles, staff development, teamwork, staff selection, legal and ethical issues, evaluation and termination, mediation, and conflict resolution.

Students who successfully complete this course should possess a beginning level of effective staff leadership skills and competence. Such skills will be applicable to future work with diverse and multicultural administrators and staff members within organizations and among oppressed and disenfranchised populations. This course is one of the three LDSS courses. It focuses on the role of an effective supervisor, supervision and leadership models, styles, theories, etc. Together with SOWK 652, 653, and other required advanced level courses, it constitutes the LDSS concentration.

Through class discussions and assignments, students are expected to demonstrate mastery of the following objectives all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate the following competencies:

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Readings and Discussions (Modules on Power, Supervision, Technology, Communication, Conflict, DEI) | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 2.0: Engage Diversity and Difference in Practice**

| **Assignment** | Paper 2 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Readings and Discussions (Modules on Power, Supervision, Technology, Communication, Conflict, DEI, Teamwork) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Paper 3 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Paper 2 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Readings and Discussions (Modules on Power, Supervision, Technology, Communication, Conflict, DEI, Teamwork) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 4.0: Engage in Practice-Informed Research and Research-Informed Practice**

| **Assignment** | Paper 3 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Paper 2 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Readings, Discussions, & Class Activities (Modules on Power, Supervision, Technology, Communication, Conflict, DEI, Teamwork) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Paper 2 | Knowledge, Vales, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Class Activities (Modules on Power, Supervision, Technology, Communication, Conflict, DEI) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 6.0: Engage with Groups, Organizations**

| **Assignment** | Paper 1 | Knowledge, Vales, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Class Readings, Discussions, Activities (Modules on Power, Supervision, Teamwork, Communication, Conflict, DEI) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 7.0: Assess Groups, Organizations**

| **Assignment** | Paper 1 | Knowledge, Vales, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Class Readings, Discussions, Activities (Modules on Power, Supervision, Teamwork, Communication, Conflict, DEI) | Knowledge, Values, Skills, and Cognitive & Affective Processes |

 **Competency 8.0: Intervene with Groups, Organizations**

| **Assignment** | Class Readings, Discussions, Activities (Modules on Power, Supervision, Teamwork, Communication, Conflict, DEI, and Managing Change) | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 9.0: Evaluate Practice with Groups, Organizations**

| **Assignment** | Class Readings, Discussions, Activities (Modules on Power, Supervision, Teamwork, Communication, Conflict, DEI, and Managing Change) | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Paper 1: Supervision Experience** (\_ pages, 15 points)

Write a paper that describes **your own personal experiences** with clinical and/or administrative supervision, with **you as the supervisee (you’re the one being supervised by someone)**. Explore the following content areas to build your paper:

* The setting where supervision took place (mental health agency, hospital, school, homeless service agency, etc.), and if it was paid work experience, field placement, or other. Please be sure to change the name of the agency and supervisor to ensure confidentiality.
* A brief description of the organizational structure of the agency (what were the positions at the agency, which positions supervised other positions)
* Your supervisor’s position in the agency/organization (e.g., clinical director, executive director, program director, team leader, etc.)
* What was the ethnic/racial, age, and religious make-up of the staff?
* Regarding direct-service and supervisory positions, how was the agency staffed in terms of educational levels, professional degrees, etc. (e.g., were there mostly master’s level social workers, counselors, paraprofessional staff, staff with degrees in disciplines other than social work?)
* What client population was served by the agency? (e.g., adults with mental illness, children in foster care, men who were batterers, etc.)
* A brief description of your first supervision session and your subsequent understanding of what supervision would entail (specify if you were told what to expect, or if you come to your own understanding)
* Were the perceptions and actualities of what you and your supervisor thought supervision should entail the same or differing?
* What was helpful, or what did you like about the supervision you received?
* What were some of the problems with the supervision you received?
* Were there ethical challenges that had to be addressed or resolved?
* Conclude with thoughts and reflections on writing this paper.

This paper should be a maximum of 7-8 pages including references (if any) and title page, double-spaced, APA format with appropriate resources and citations but NO ABSTRACT.

**Paper 2 & Presentation: Race, Ethnicity, Power & Privilege in Management & Supervision** (30 points total)

1. Find one article or podcast or video or book that
	* Is written or created by a person of color or indigenous person
	* Discusses issues related to race and/or diversity and/or power in social work agencies/organizations with applicability to managing people (preferably in social work organizations, but if the article is strongly applicable to social work, it would be ok)
2. Read/listen/watch your resource
3. Write up information about this resource (20 points). This paper should be a maximum of 7-8 pages including references (if used – not required) and title page **(NO ABSTRACT)**, double-spaced, APA format.
	* Name of resource, author, reference information (APA style), making sure to include a web link for the resource
	* A brief narrative summary of the resource – what is its main point of it? What are the supporting points?
	* An outline of the resource’s main, sub, and supporting points
	* What was thought-provoking for you in this resource?
	* What are some of the key takeaways for you (even if they weren’t part of the main points)?
	* Would you recommend that your classmates read/listen/watch this? Why or why not?
4. Prepare a PowerPoint presentation for the class about the resource you found and wrote about in Paper 2 (10 points). Create a recording of you presenting your PowerPoint. Your presentation should take 6-9 minutes total (NOT MORE!!). Upload your recorded presentation – or the link to your presentation in the forum (Forum is called “**Race, Ethnicity, Power & Privilege in Management & Supervision”**). Your presentation should include the following elements:
	* Name of resource, author, reference information (APA style), making sure to include a web link for the resource
	* A brief narrative summary of the resource – what is its main point of it? What are the supporting points? (Do NOT share outline from paper – TMI)
	* What was thought-provoking for you in this resource?
	* What are some of the key takeaways for you (even if they weren’t part of the main points)?
	* Would you recommend that your classmates read/listen/watch this? Why or why not?

Hints for recording –

1. You can log in to <https://luc.zoom.us/> using your Loyola login and password.
2. Click on “host a meeting with video on” in the top right corner of the screen and open your zoom meeting.
3. Make sure your PowerPoint is open on your computer.
4. Back in your Zoom meeting, click on the share screen at the bottom center of your screen and follow the prompts to share your PowerPoint.
5. Once you are ready to start recording, hit “Record” (usually right next to the “Share Screen” button).
6. Do your presentation.
7. Hit the button to stop recording
8. You will get an email with a link to your zoom recording (it will go to your Loyola email).
9. Go to your email. **Copy** the link to your recording that is under “Share recording with viewers:”
10. Back in the Forum on Sakai, you can write: “Here is my recording” and then click the link icon, and you will get a pop-up. In the URL box, **paste** the link to your recording. Click “OK” (see below)
11. In the email with your link, IF YOU SEE A PASSCODE under your link, make sure to copy and paste the passcode ***in the regular forum post text box*** and say, “Here is my passcode.” Otherwise, no one will be able to watch your video using the link.



###### Paper 3: Personal exploration and reflection on leadership (\_ pages, 20 points)

This paper should be a maximum of 7-9 pages including references and title page **(NO ABSTRACT)**, double-spaced, APA format with appropriate resources and citations.

Over the course of the semester, you will do several self-assessment tests to explore your personality, conflict, and leadership styles. Some of these we will do during class. Write a reflection on what you have learned about yourself and how these characteristics influence/could influence how you work in leadership/management/supervisory positions. What personality traits and other skills do you possess that will help you as a leader? What leadership situations or functions do you think will be difficult for you? Also, talk about what 1 or 2 skills you would like to work on and how you plan to go about improving those skills. You need not share actual scores on tests.

To complete the assignment, you need your results for the following online tests (make sure to click the links on these websites to understand your results more clearly):

1. Jung personality test based on the work of Myers-Briggs <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
2. Principles YOU <https://principlesyou.com/>
3. Assessment of Emotional Intelligence <https://globalleadershipfoundation.com/geit/eitest.html>
4. In addition, you should include:

Your results from the Thomas-Kilmann Conflict Inventory

Your understanding of leadership characteristics and functions was gleaned from the readings for the course.

Any other insights you have gained over the course of the semester to this point that pertain to understanding yourself as a leader.

**Forum Participation & Quizzes** (14 points)

For each module, you will have to post on a forum, complete a quiz, or both.

**Synchronous Session Participation** (21 points)

Class attendance and participation are expected of all students. This includes taking an active role in a discussion of cases, student questions, and readings as well as simulated role-plays.  Situations may occur in the field, among colleagues at your agency, or between you and your supervisor or client, for which you might want to get clarification or hear your colleagues’ comments or ask. In addition, as you read, you may want to hear more discussion about how others in social work might respond to particular situations. Any or all of this can be brought up in synchronous sessions or weekly forums. The class discussion may give you new perspectives and ideas on how to handle different situations.

Class participation contributes and/or detracts from the general tone and level of comfort that everyone feels in the class.  If one or two students do all the talking, others may feel unsure, inadequate, or annoyed.  If one or two students never speak up in class, it contributes to a feeling of unease in the classroom. Participation means a proactive engagement in your own learning, which will be vital for you in gaining the knowledge and skills that you want to have for your career.  Speak up!  There are no wrong questions!  Hear your own voice!!

Suggestions for general class discussion include the following:

1. A general statement of the author’s message.
2. Ask for and/or give clarification of terms and concepts.
3. Ask about and/or comment on major themes.
4. Discuss themes, integrate them with other knowledge and connect with the course content.
5. Evaluate and/or respond to the ideas of an author or colleague.
6. Ask about and/or respond to the ideas of a fellow student.
7. Request that the class discusses a specific topic.

**Syllabus Statement**

This syllabus is subject to change. The instructor reserves the right to make changes as needed. In case of changes to syllabus content, the instructor will send a written communication to all students letting them know of the changes. It’s the student’s responsibility to check the communication tools used in the class such as announcements, e-mails, or Sakai messages. This syllabus serves as a contract. By being registered in this course, students agree to accept the terms outlined in the syllabus.

**Rubric for Grading Assignments**

**All written assignments MUST be submitted through SAKAI prior to/or by 11:55 PM** on the date indicated on the course syllabus (due dates noted on both weekly class summaries and due date chart at end of syllabus). Any quiz that does not meet the standards for academic integrity will receive a zero. The second instance of academic dishonesty will result in a failing grade for the course. Any paper that shows evidence of plagiarism can be grounds for a failing grade for the course.

**Formatting and Citations:** Written work should be in 12-pt Times New Roman font, double-spaced, with a 1” margin. A number of pages for the assignment never include the Title Page. All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association (APA style)* format unless directed otherwise by the instructor. Writing, especially client notes, letters, and reports, reflects on each of us and completes a record about our clients that remains at the agency for others to read. All notes and correspondence, including assessment forms and progress notes, should be well written, respectful, grammatically correct, and written with great care for the integrity of the social worker and the client. The written work for this class should reflect professional standards.

**Assignments are as follows (listed in order of due date):**

|  |  |
| --- | --- |
| **Graded Assignments** | **Points** |
| Paper 1: Supervision Experience | 15 |
| Paper 2: Race, Ethnicity, Power & Privilege in Management and Supervision | 20 |
| Paper 2: PowerPoint & Presentation | 10 |
| Paper 3: Reflection on Leadership | 20 |
| Forum Participation & Quizzes | 14 |
| Synchronous Session Participation | 21 |
| **TOTAL POINTS**  | **100** |

**Late Submission Policy**

Late assignments lose 5% of their grade for every day late for the first 6 days. After one week if the assignment is not received, the assignment grade will be zero. Students may request a one-week extension under extenuating circumstances. Assignments that are turned in late may not receive instructor feedback upon grading.

**REQUIRED TEXT(S)**

* Denhardt, R.B., Denhardt, J.V. & Aristigueta, M.P. (2016). Managing Human Behavior in Public and Nonprofit Organizations. (4th Ed.) CA: Sage Publications.
* Weinbach, R.W. & Taylor, L. M. (2015). The Social Worker as Manager: A Practical Guide to Success. (7th Ed.). NJ: Pearson.

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

**Module 1 – Introductions & Course Overview, Organizational Behavior & Management Practices**

**Date**

**Description**

In this module, we will get an overview of the course, get to know each other a bit, and dive into foundational course material.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe how interpersonal relationships and skills impact the organizational level of human/social services.
2. Analyze how human services management differs from management in non-human-services entities.

**Required Resources**

* Denhardt Chapter 1: Organizational Behavior as a Way of Thinking and Acting
* Weinbach Chapter 2: What Makes Human Services Different

**Module 2 – Knowing Yourself and Becoming an Effective and Transformational Leader**

**Date**

**Description**

In this module, we will begin exploring how knowing ourselves and our styles of working with and relating to others impacts how we lead.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assess our own personality and how it may influence our interactions with colleagues.
2. Portray the point of view of a supervisee and the various ways they interpret their supervisor's behavior.
3. Identify behaviors that enhance and/or hinder effective leadership.

**Required Content**

* Denhardt Chapter 2: Knowing and Managing Yourself
* S. Colby Peters (2017) Social Work Leadership: An Analysis of Historical and Contemporary Challenges, Human Service Organizations: Management, Leadership & Governance, 41:4, 336-345, DOI: 10.1080/23303131.2017.1302375
* Huppke, R. (September 10, 2012). The breakdown on bad-boss behavior. *Chicago Tribune*, Section 2, pp. 1-2.
* Read Dhawan, E. (August 19, 2021) [Managing Introverts and Extroverts in the Hybrid Workplace](https://sakai.luc.edu/access/content/group/SOWK_650_002_2367_1216/Readings%20not%20from%20textbook/2021%20Managing%20Introverts%20Extroverts%20Hybrid%20Workplace.pdf). Harvard Business Review, <https://hbr.org/2021/08/managing-introverts-and-extroverts-in-the-hybrid-workplace>.
* Watch *Transforming Leadership*. <https://youtu.be/n3sEybeRzZI>
* Do the MBTI online before class, by going to <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. Take the inventory, click “score it” at the end, PRINT YOUR RESULTS TO A PDF, upload the PDF to the assignment called “Personality test” and have the file available for class.
* Do the Principles YOU assessment online before class by going to <https://principlesyou.com/>. PRINT YOUR RESULTS TO A PDF, and upload PDF to assignment called “Principles YOU” and have the file available for class.

**Module 3 – Exploration of Leadership**

**Date**

**Description**

In this module, we will explore theoretical approaches to leadership and how leaders in human service organizations can influence organizational climate.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explore and apply theories of leadership to different situations.
2. Identify traits and behaviors of leaders (positive and negative).
3. Review tasks of leaders.
4. Reflect on our own personalities and behaviors, including the results of an emotional intelligence test, in our quest to be leaders.

**Required Resources**

* Denhardt Chapter 7: Leadership in Public Organizations
* Goleman, D. (2000, March 1). Leadership That Gets Results. *Harvard Business Review*. https://hbr.org/2000/03/leadership-that-gets-results
* Nevarez, C. (2021). *What Type of Leadership is Needed Now? Integrative Leadership: Leading in Challenging Times*. The Samuel D. Proctor Institute for Leadership, Equity, and Justice | GSE | Rutgers. <https://proctor.gse.rutgers.edu/content/what-type-leadership-needed-now-integrative-leadership-leading-challenging-times>
* Take the assessment of Emotional Intelligence. Print your results to a pdf and upload to Assignment “EI assessment”.

**Recommended Resources**

* Strong, Kym. (2021). *Corporate America & The African American Woman*. Blurb.

**Module 4 - Communication in Organizations**

**Date**

**Description**

In this module we will explore the many facets of communication in an organization.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify elements of supportive communication and listening.
2. Analyze memos/reports to uncover the components of effective written communication.
3. Reflect on the 10 critical leadership communication skills on pages 304-305 in relation to self.
4. Identify and describe important aspects of meeting facilitation.

**Required Resources**

* Denhardt Chapter 9: Communicating Effectively with Others
* Haupt, A. (20 Aug. 2021). [How to have more effective meetings.](https://sakai.luc.edu/access/content/group/SOWK_650_002_2367_1216/Readings%20not%20from%20textbook/2021%20How%20to%20have%20more%20effective%20meetings.pdf) The Washington Post, <https://www.washingtonpost.com/lifestyle/wellness/effective-meetings-virtual-zoom-productive/2021/08/14/c5d76ab4-fba5-11eb-943a-c5cf30d50e6a_story.html>
* Rabinowitz, P. (n.d.). *Chapter 15. Becoming an Effective Manager | Section 4. Promoting Internal Communication.* Community Toolbox. Retrieved February 8, 2022, from https://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/internal-communication/main
* Watch Empathy in Digital Age (empathy talk by a neuroscientist) <https://youtu.be/gzhkn9BnRmU>

**Module 5 – Culture and Diversity**

**Date**

**Description**

In this module, we will probe the definition of culture, the nature of stereotyping, and how these apply to our thinking about leading in organizations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss various ways of thinking about culture.
2. Explore how stereotypes can influence our thinking about potential colleagues.
3. Analyze the intersection of power, stories, stereotypes, and marginalization.
4. Critically analyze DEI models

**Required Resources**

* Weinbach Chapter 8: Fostering & Managing Diversity
* Chamorro-Premuzic, T. & Berg, K. (3 August 2021) [Fostering a Culture of Belonging int he Hybrid Workplace](https://sakai.luc.edu/access/content/group/SOWK_650_002_2367_1216/Readings%20not%20from%20textbook/2021%20Fostering%20Culture%20Belonging%20Hybrid%20Workplace.pdf). Harvard Business Review, <https://hbr.org/2021/08/fostering-a-culture-of-belonging-in-the-hybrid-workplace>
* *Awake to woke to work: Building a race equity culture*. (2018). Equity in the Center: A project of ProInspire. <https://adawaygroup.com/wp-content/uploads/2020/06/Awake-to-Woke-to-Work.pdf>
* Boston YWCA. (2019, March 26). *Beyond the DE&I acronym: What is Diversity, Equity, and Inclusion?* YW Boston. <https://www.ywboston.org/2019/03/beyond-the-acronym-dei/>
* Heinz, K. (2022, February 3). *What Does DEI Mean in the Workplace? | Built In*. <https://builtin.com/diversity-inclusion/what-does-dei-mean-in-the-workplace>
* Nonprofit HR. (2021). *2021 nonprofit diversity practices: With new survey results*. <https://www.nonprofithr.com/wp-content/uploads/2021/04/2021-Diversity-Report-Project-Final-Published-1.pdf>
* Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, *28*(2), 176–189. <https://doi.org/10.1016/j.hrmr.2017.07.003>

**Module 6: Managing Conflict & Staff Problems**

**Date**

**Description**

In this module, we will examine our own conflict styles and explore various approaches to managing conflict in the workplace.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Reflect on our own conflict management styles and how these may impact our work as leaders.
2. Explore various ways of looking at conflict.
3. Analyze case examples with colleagues to broaden our array of response options.

**Required Resource**

* Denhardt Chapter 11: Managing Conflict
* Weinbach Chapter 11: Managing Staff Problems
* Conflict styles assessment – linked on Sakai

**Module 7 – Power and Leadership**

###### Date

**Description**

###### In this module, we will dive more deeply into power in organizations, and how it can influence communication, conflict, change, supervision, and service provision.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe how power influences conflict management and resolution in organizations.
2. Identify different types of power and explain how this understanding can influence leadership decisions.
3. Practice making decisions on use of power in organizational scenarios.

**Required Resources**

* Chapter 4 in Dolgoff, R. (2004). *An Introduction to Supervisory Practice in Human Services* (1st edition). Pearson.
* Denhardt Chapter 8: Power & Organizational Politics
* Lauby, S. (2012). 7 Types of Power: Using Power Effectively Within Organizations. ITM Group eBook. PAGES 3 – 8

Evaluate the presentations of your group members (2 points) by clicking this link to the assignment instructions and then going to forums and listening to their presentations.

**Recommended Resources**

* Cohen, B.Z. (May/June 1987). The ethics of social work supervision revisited. *Social Work,* 32, 3, 194-197.
* Strom-Gottfried, K. (1999). When colleague accuses colleague: Adjudicating personnel matters through the filing of ethics complaints. *Administration in Social* *Work*, 23, 2, 1-16.

**Module 8 – Motivation, Influencing the Activity of Others**

###### Date

**Description**

###### In this module, we will explore research on motivation as well as actions that leaders and managers can take to improve motivation and job performance.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify ways in which organizational structures can influence job performance.
2. Explore the role of power in influencing others' activities.
3. Explore, compare, contrast and apply theories of motivation.
4. Reflect on how to influence an organization towards anti-racist employee practices.

**Required Resources**

* Weinbach & Taylor Chapter 6 (ALL) and Chapter 9 (chap 9 pages 204 to 219 - stop at "SUPERVISION")
* Denhardt et al., Chapter 6 (bottom of page153 to page 168 - stop at "Trust and Engagement.")
* Pender Greene, M., Levine, P., Frank, P., Young, E., Best-Cummings, C., Blitz, L., Tolliver, W., & Burghardt, S. (2011, January 1). Transforming Service Delivery Systems, Organizational and Administrative Structures. *Behavioral Health News*. <https://behavioralhealthnews.org/transforming-service-delivery-systems-organizational-and-administrative-structures/>

Write a [forum post] by 6pm on Tuesday,

Read the case study (Case Study – Pat) that we will use in class.

**Module 9 – Supervision Basics, Types of Supervision**

**Date**

**Description**

In this module, we will look at types of supervision, liability issues in supervision, and supervision policies.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify different types of supervision and the responsibilities inherent in each.
2. Explain and give examples of liability issues that can arise for supervisors.
3. Apply NASW ethical supervision guidelines to social work supervision practice.
4. Reflect on your own experience, personality, and skills and how you can develop in weaker areas.

**Required Resources**

* *Best practice standards in social work supervision*. (2013). National Association of Social Workers. <https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLbl4BuwI%3d&portalid=0>
* Lynch, J. G., & Versen, G. R. (2003). Social Work Supervisor Liability. *Administration in Social Work*, *27*(2), 57–72. <https://doi.org/10.1300/J147v27n02_05>
* Wadud, E., & Nagy, J. (2018). *Chapter 15. Becoming an Effective Manager | Section 2. Providing Supervision for Staff and Volunteers.* Community Tool Box. Retrieved February 8, 2022, from https://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/staff-supervision/main
* Young, R. (2004). Cross-cultural supervision. *Clinical Social Work Journal*, 32, 1, 39-50.
* *Effective supervision in a variety of settings—The foundations of effective supervision practice*. (2017, January). Social Care Institute for Excellence. <https://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/index.asp>

**Recommended Resources**

* Page, M.L. (2003). Race, culture, and the supervisory relationship: A review of the literature and a call to action. *Journal of Curriculum & Supervision,* 18, 2, 161-175.

Write essays examining the following questions, using Times New Roman 12-point font, double-spaced 1-inch margins (no title pages or abstracts).

2-page MAX essay with third page for citations. How are the NASW Supervision Standards reflected OR NOT in the readings on liability, supervising staff & volunteers, and effective supervision? You won’t be able to cover everything. Just thoughtfully include what you can to show me that you’ve read and thought about the material.

**Module 10** **– Feedback, Performance Evaluations, Corrective Action**

**Date**

**Description**

In this module, we will focus on evaluating performance and giving feedback with the goal of staff development.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the aims of performance appraisals
2. Identify types of performance appraisals and their use.
3. Identify the ethical issues and common components of performance appraisals
4. Practice giving feedback and doing a performance appraisal

**Required Resources**

* Chapter 14 in Dolgoff, R. (2004). *An Introduction to Supervisory Practice in Human Services* (1st edition). Pearson.
* Beitchman, P. D., & Muid, O. (2011). Advancing Anti-Racism Work: The First Monday Collaborative. *Mental Health News*, 4.
* Brown, B. (2018). *Daring feedback: The engaged feedback checklists*. Random House. <https://daretolead.brenebrown.com/wp-content/uploads/2021/09/DaringFeedback-EngagedFeedbackChecklist11.pdf>

# Module 11 – Technology ****Standards and Ethics in Social Work, Considerations in Online Supervision****

**Date**

**Description**

In this module we will review standards for technology use in social work organizations. We will also talk about current DEI models in the corporate and organizational world, critically analyze DEI practice, and share experiences of DEI practice in social work internships.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply standards for the ethical and safe use of technology in social service organizations.
2. Analyze the pros and cons of virtual supervision and work.

**Required Resources**

* Súilleabháin, F. Ó., Burns, K., & McCaughren, S. (2021). *Remote supervision in social work*. University College Cork. <https://www.ucc.ie/en/media/academic/appliedsocialstudies/oswp/Remotesupervisioninsocialwork.pdf>
* *Technology in social work practice*. (2017). National Association of Social Workers. <https://naswor.socialworkers.org/Portals/31/Docs/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf?ver=2019-02-14-122206-443>
* The Nonprofit Quarterly. (2020, September 25). *Tech Policies for Virtual Teams—A Leader’s Responsibility*. <https://www.youtube.com/watch?v=PQfLRouFeho>

**Module 12: Facilitating and Working in Teams**

###### Date

**Description**

###### In this module we will delve into theoretical background and practical skills for working in teams.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the benefits and challenges of working in teams.
2. Explore types of teams, stages of team development, and roles of team members
3. Formulate practical strategies for managing conflict in teams and increasing team effectiveness
4. Think critically about the role of culture on teams

**Required Resources**

* Denhardt et al. Chapter 10
* Nawaz, S. (2018, January 15). How to Create Executive Team Norms—And Make Them Stick. *Harvard Business Review*. <https://hbr.org/2018/01/how-to-create-executive-team-norms-and-make-them-stick>
* Feitosa, J., R. Grossman, & M. Salazar. (2018). Debunking Key Assumptions about Teams: The Role of Culture. *American Psychologist,* 73, 4, 376-389. doi: 10.1037/amp0000256
* Read Bell et al. (2018). Team Composition & the ABCs of Teamwork. *American Psychologist,* 73, 4, 349-362. doi: 10.1037/amp0000305

## Required Videos

* [10:35 How to Avoid Teamwork Disasters: Crash Course Business - Soft Skills #12](https://youtu.be/fRj7Am63wVc)
* [15:38 Forget the Pecking Order at Work](https://www.ted.com/talks/margaret_heffernan_forget_the_pecking_order_at_work?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

**Recommended Resources**

* Driskell, J, E. Salas, & T. Driskell. (2018) [Foundations of Teamwork and Collaboration.](https://sakai.luc.edu/access/content/group/SOWK_650_002_2367_1216/Readings%20not%20from%20textbook/Driskell%2C%20Salas%2C%20Driskell%2C%202018%20Foundations%20of%20Teamwork.pdf) American Psychologist, 73, 4, 334-348.

**Module 13 – Leading and Managing Through Change**

###### Date

**Description**

###### Change is inevitable, and in this module, we discuss multiple considerations in leading an organization through change.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Investigate how organizational culture influences organizational change efforts
2. Identify sources of resistance to change
3. Examine your own attitudes toward change
4. Integrate past module's themes of power, conflict management, and self-knowledge into thinking about HOW to manage change

**Required Resources**

* Denhardt   Chapter 12: Organizational Change
* Weinbach Chapter 13: **Pages 299-305** - Other Important Management Responsibilities
* Parry, C., & Darling, M. (2016, January 19). *Emergent learning in action: The after-action review*. The Systems Thinker. https://thesystemsthinker.com/emergent-learning-in-action-the-after-action-review/

**Recommended Resources**

* Jaskyte, K. & Dressler, W. W. (2005). Organizational Culture and Innovation in Nonprofit Human Service Organizations. *Administration in Social Work*, 29, 2, 23-41.

**Module 14 – Identifying Stress and Burnout: Challenges & Opportunities; Promoting Professional** **Development**

###### Date

**Description**

###### In this module we will review burnout it and what you can do as a supervisor/manager/leader in an organization to prevent/mitigate it. In addition, we will be introduced to FUTURES thinking and the leadership skills of the future.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the signs of burnout
2. Analyze organizational strategies to prevent and mitigate burnout
3. Review ways to promote professional development

**Required Resources**

* Denhardt Chapter 4: Managing Stress
* Weinbach Chapter 10: Promoting Professional Growth pages 241-257
* Wathen, M. V., Weishar, C. N., & Decker, P. L. F. (2021). Strategies to Mitigate the Effects of Negative Political Rhetoric on Service Providers: A Study in Two Refugee-serving Organizations. *Human Service Organizations: Management, Leadership & Governance*, *0*(0), 1–16. <https://doi.org/10.1080/23303131.2021.2000543>

**Recommended Resources**

* Chapter 13 in Dolgoff, R. (2004). *An Introduction to Supervisory Practice in Human Services* (1st edition). Pearson.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**